

NCEA Review and Maintenance Programme – 2027 updates

Review and maintenance work has been undertaken for NZC NCEA for 2027. This pdf document contains the updated assessment materials for **Social Studies Level 3**. In January 2027, Levels 2 and 3, assessment materials will be updated on TKI. For external assessment specifications, refer to the NZQA website.

Subject: Social Studies Level 3

Product	What's changed?
AS3.2a 91597 Internal Assessment Activity	Task instructions and assessment schedule updated with more contemporary and relevant social inquiry context.
AS3.2b 91597 Internal Assessment Activity	Task instructions and assessment schedule updated with more contemporary and relevant social inquiry context.
AS3.4a 91599 Internal Assessment Activity	Links updated.

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National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Internal Assessment Resource

Social Studies Level 3

This resource supports assessment against:

Achievement Standard 91597 version 3

Conduct a critical social inquiry

Resource title: A crime is a crime – no excuses

6 credits

This resource:

- Clarifies the requirements of the Standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published
by Ministry of Education

January 2027

To support internal assessment from 2027

Authenticity of evidence

Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement Standard Social Studies 91597: Conduct a critical social inquiry

Resource reference: Social Studies 3.2A v3

Resource title: A crime is a crime – no excuses

Credits: 6

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Social Studies 91597. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the Standard and assessing students against it.

Context/setting

Students need to decide on the focus of their inquiry independently and develop some focus questions to guide the inquiry.

For example, they might select criminal law policy change for the focus of their critical inquiry. For this, they could develop focus questions on the ways people influence criminal law policy changes and/or the impacts of these changes with reference to the defence of provocation in homicide cases.

Before beginning this assessment, teachers would need to provide opportunities for the students to gain an understanding of:

- criminal law and its impact on New Zealand society – a variety of case studies may be used
- the social inquiry process
- the application of the achievement objective ('Understand how policy changes are influenced by and impact on the rights, roles, and responsibilities of individuals and communities') to demonstrate conceptual understanding.

Note: This could be a sensitive topic for some students. Ensure that the focus of the activity is on the topic of law change and not the details of particular cases.

Conditions

This assessment activity will be completed individually. While a bibliography is not required by this Standard, it is important that students identify sources of information they have used in this inquiry.

Resource requirements

Internet access.

Additional information

Crimes (Provocation Repeal) Amendment Act 2009 section 169 [Crimes \(Provocation Repeal\) Amendment Act 2009 No 64, Public Act – New Zealand Legislation](#)

http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10586155

[Convicted murderer Clayton Weatherston denied parole after 18 years in prison | RNZ News](#)

For Planning 2027

Internal Assessment Resource

Achievement Standard Social Studies 91597: Conduct a critical social inquiry

Resource reference: Social Studies 3.2A v3

Resource title: A crime is a crime – no excuses

Credits: 6

Achievement	Achievement with Merit	Achievement with Excellence
Conduct a critical social inquiry.	Conduct a critical social inquiry in depth.	Conduct a critical social inquiry comprehensively.

Student instructions

Introduction

The Achievement Standard requires you to decide on the focus of your inquiry independently and to develop focus questions to guide your inquiry.

For example, you might choose to focus your inquiry on criminal law policy. You would then develop focus questions. These would focus on how groups and individuals have influenced the abolition of the defence of provocation in homicide cases with the Crimes (Provocation Repeal) Amendment 2009 and/or the impacts of this for New Zealand society. You will produce a written report.

You will be assessed on the depth and comprehensiveness of your inquiry. This will be shown through:

- the framework you use to gather your information
- the detail of your findings
- the examination of a range of viewpoints, values, and perspectives and associated social actions
- the integration of your conceptual understandings
- an evaluation of the social inquiry process and a critical evaluation of your findings.

Teacher note: Any policy (local, regional, national, or global) could be substituted in this assessment. Substitution would require that changes be made to the student instructions and assessment schedule.

You will have four weeks of in-class and out-of-class time to complete this assessment.

Teacher note: This is a suggested timeframe and can be changed to better suit the needs of your students and the resources available.

Task

Conducting the critical social inquiry involves following these steps:

1. Establish an ethical framework for your inquiry.

- Decide on the focus of your inquiry.
 - Develop two or more research questions to guide your inquiry.
 - Plan where you will obtain the information you need.
2. Gather and record information from both primary and secondary sources that relate to the focus of the inquiry.
 3. Report the findings of your inquiry – in your report you must use Social Studies concepts and specific evidence to:
 - explain people's points of view, values, and perspectives that underpin their action and/or participation in society in relation to your inquiry
 - analyse these underpinnings by comparing and contrasting people's points of view, values, and perspectives in relation to the focus of the inquiry.
 4. Evaluate the strengths and weaknesses of the inquiry process. For example, critiquing primary and secondary sources used, and their potential for bias and inaccuracies and/or considering any ethical issues if relevant to the focus of the enquiry.
 5. Critically evaluate the findings, including their validity, relevance, and significance as well as the implications of the findings.

Hand in:

- the framework
- evidence you have collected
- the written report
- the evaluation
- a list of sources of information used in the inquiry.

Further guidance

- While doing the preliminary reading for your inquiry, record relevant key concepts. Keep a separate record of conceptual understandings that develop throughout your inquiry. It may be necessary to refine your research questions at the preliminary reading stage.
- The findings need to:
 - show understanding of a range of views, values, and perspectives relating to the focus – this could be through explaining, comparing, and contrasting these views
 - consider how people made decisions and participated in social action related to the Crimes (Provocation Repeal) Amendment 2009
 - integrate significant conceptual understandings that have developed, for example, justice in practice, forces of law, social change.
- Evaluation of the process may include the strengths and weaknesses of the inquiry, critiquing of the sources for bias and inaccuracies, consideration of any ethical issues, and suggestions for improvements.
- Critical evaluation of the findings may include their validity, relevance, and/or significance.

Assessment schedule: Social Studies 91597 A crime is a crime – no excuses

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
The student conducts a critical social inquiry. The report includes: • a focus question and research questions • information and background ideas • an explanation of people's points of view, values, and perspectives that underpin their participation and/or action in society, and how these relate to the focus of the inquiry • findings and their relationship to the social inquiry • evaluation of the processes of the social inquiry including making suggestions for improvement. For example (partial evidence): <i>Groups and individuals have different ideas about whether provocation should be able to be used as a defense in New Zealand murder trials, and these differing views have influenced their actions on the issue.</i> <i>Some groups, such as the New Zealand Law Commission, believe that the defense should be removed because very few cases have successfully used it and it requires juries to judge an individual's level of self-control. Because of these concerns, they supported legal reform and took formal actions such as making submissions to the Select Committee and contributing to public debate through reports and media engagement.</i> <i>Other groups, like the New Zealand Law Society, believe that provocation should remain as a defense until suitable alternatives are developed. They argue that it is not always appropriate for a person who kills in response to provocation to be labelled a murderer. As a result of these views, they have also taken</i>	The student conducts an in-depth, critical social inquiry. The report includes: • a focus question and research questions • information and background ideas • analysis by comparing and contrasting points of view, values, and perspectives that relate to the focus of the inquiry • findings and their relationship to the social inquiry • evaluation of the processes of the social inquiry including making suggestions for improvement. For example (partial evidence): <i>Following the widely publicised Clayton Weatherston case, there were differing views about whether the provocation defence should remain part of New Zealand law, and these differing perspectives influenced both opinions and actions taken on the issue.</i> <i>Some legal professionals, such as lawyer Peter Williams QC, supported keeping the defence. He described it as an "important and compassionate" part of the legal system, arguing that in some cases people lose self-control temporarily and should not be treated as full murderers. This reflects a value of fairness to offenders and recognising human emotional responses. As a result of this viewpoint, supporters of the defence argued publicly for its retention and contributed to the debate through legal commentary and submissions, aiming to influence decision-makers to preserve the defence or replace it with a suitable alternative.</i> <i>In contrast, Deputy Law Commissioner Warren Young argued that the law was "archaic" and</i>	The student conducts a comprehensive, critical social inquiry. The report includes: • a focus question and research questions • information and background ideas • analysis by comparing and contrasting points of view, values, and perspectives that relate to the focus of the inquiry • critically evaluating the findings and their validity, relevancy and significance for the social inquiry, • evaluation of the processes of the social inquiry including making suggestions for improvement. For example (partial evidence): <i>Following the widely publicised Clayton Weatherston case, there were differing views about whether the provocation defence should remain part of New Zealand law. Supporters argued it was a compassionate recognition of human behaviour, while others believed it was outdated and undermined accountability. These differing values influenced recommendations and contributed to the eventual repeal of the defence in 2009.</i> <i>The findings presented are well-supported in terms of historical detail and use of official sources, which strengthens their validity. By referencing the New Zealand Law Commission, the Law Society, and the Select Committee process, the research demonstrates an understanding of formal legal perspectives, increasing its credibility. The inclusion of the Weatherston case also adds relevance, as it shows how public opinion can influence legal reform in practice.</i> <i>However, the validity of the findings is limited by their focus on institutional viewpoints. Perspectives from</i>

<i>action by making submissions, participating in media discussions, and sharing their perspectives through platforms such as the NZ Herald online.</i> <i>These different viewpoints help explain why there has been debate and variation in responses to the issue, as groups are trying to influence legal decisions in ways that reflect their beliefs about fairness and responsibility. The actions they take demonstrate how strongly held ideas about justice can shape law reform, highlighting the challenge of balancing fair treatment of offenders with the expectations and safety of the wider community when considering whether provocation should remain a legal defence.</i> <i>The examples above relate to only part of what is required and are just indicative.</i>	<i>inappropriate, stating that it sends the wrong message by allowing anger to reduce responsibility for violent actions. This perspective prioritises accountability and the prevention of violence, with a stronger focus on community safety. Because of these concerns, the Law Commission recommended abolishing the defence and took formal action by making submissions and advising the government on law reform.</i> <i>These contrasting viewpoints show how differing beliefs about responsibility and justice directly influenced the actions taken by each group. While the Law Society and supporters pushed for retaining the defence until alternatives were in place, the Law Commission's recommendation for repeal played a significant role in shaping legal change. These competing perspectives contributed to the wider public and political debate, ultimately leading to the repeal of the provocation defence in 2009. This demonstrates how strongly held ideas about fairness and accountability can influence both decision-making and law reform in New Zealand.</i> <i>The examples above relate to only part of what is required and are just indicative.</i>	<i>victims, offenders, and the wider public are not included, meaning the conclusions may not fully represent the range of views in society. While the findings are relevant to explaining the repeal of the provocation defence, their significance is limited by this narrow focus, as they provide less insight into the broader social impacts of the law change.</i> <i>The examples above relate to only part of what is required and are just indicative.</i>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.



National Certificate of Educational Achievement
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Internal Assessment Resource

Social Studies Level 3

This resource supports assessment against:
Achievement Standard 91597 version 3
Conduct a critical social inquiry

Resource title: Leading the way?

6 credits

This resource:

- Clarifies the requirements of the Standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published by Ministry of Education January 2027
To support internal assessment from 2027

Authenticity of evidence Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students' work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Internal Assessment Resource

Achievement Standard Social Studies 91597: Conduct a critical social inquiry

Resource reference: Social Studies 3.2B v3

Resource title: Leading the way?

Credits: 6

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Social Studies 91597. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the Standard and assessing students against it.

Context/setting

This activity requires students to complete a critical social inquiry focused on the impact of the values and actions of a current world leader on society.

Before beginning this activity provide opportunities for the students to explore:

- the application of the achievement objective ('Understand how ideologies shape society and that individuals and groups respond differently to these beliefs') to show conceptual understandings – this may form the focus of your unit of work
- the social studies inquiry process (framing questions, evaluating the process, how to select relevant information, authenticity procedures).

Conditions

This assessment activity will be completed individually. While a bibliography is not required by this Standard, it is important that students identify sources of information that they have used in this inquiry.

Resource requirements

None.

Additional information

None.

Internal Assessment Resource

Achievement Standard Social Studies 91597: Conduct a critical social inquiry

Resource reference: Social Studies 3.2B v3

Resource title: Leading the way?

Credits: 6

Achievement	Achievement with Merit	Achievement with Excellence
Conduct a critical social inquiry.	Conduct critical social inquiry in depth.	Conduct a critical social inquiry comprehensively.

Student instructions

Introduction

This assessment activity requires you to conduct a critical social inquiry. You will investigate the impact and consequences of the perspectives, values, and actions of a current world leader on society. You will produce a written report.

You will be assessed on the depth and comprehensiveness of your inquiry. This will be shown through:

- the framework you use to gather your information
- the detail of your findings
- the examination of a range of viewpoints, values, perspectives which underpin their actions
- the integration of your conceptual understandings
- an evaluation of the social inquiry process
- and a critical evaluation of your findings.

You will have four weeks of in-class and out-of-class time to complete this assessment.

Teacher note: This is a suggested timeframe and can be changed to better suit the needs of your students and the resources available.

Task

Select a current world leader to investigate and formulate a focus for the inquiry.

Conducting the critical social inquiry involves following these steps:

1. Establish an ethical framework for your inquiry.
 - Decide on the focus for your inquiry.
 - Develop two or more research questions to guide your inquiry.
 - Plan where you will obtain the information you need.

2. Gather and record information from both primary and secondary sources that relate to the focus of the inquiry.
3. Report the findings of your inquiry – in your report you must use Social Studies concepts and specific evidence to:
 - explain people's points of view, values, and perspectives that underpin their action and/or participation in society in relation to your inquiry
 - analyse these underpinnings by comparing and contrasting people's points of view, values, and perspectives in relation to the focus of the inquiry
 - evaluate the strengths and weaknesses of the inquiry process in relation to the findings
 - critically evaluate the strengths and weaknesses of the findings (e.g. the validity and/or relevance), including a consideration of the significance and implications of the findings in contexts outside the inquiry.

Hand in:

- the framework
- evidence you have collected
- the written report
- the evaluation
- a list of sources of information used in the inquiry.

Further guidance

While doing the preliminary reading for your inquiry, record relevant key concepts. Keep a separate record of conceptual understandings that develop throughout your inquiry. It may be necessary to refine your research questions at the preliminary reading stage. The society affected may extend beyond national boundaries and this would need to be considered.

When gathering information both the values of the leader and others, both supporters and opposition and those directly and indirectly affected, need to be considered. The actions taken can be those of the leader and the responses to the leader's actions.

The findings need to:

- show understanding of a range of views, values and perspectives relating to the focus – this could be through comparing and contrasting these views through analysis
- consider how the leader made decisions and their actions taken as well as how people made decisions and participated in social action related to the actions of the leader
- integrate significant conceptual understandings that have developed, for example, justice, rights and responsibilities, social change.

Evaluation of the process may include the strengths and weaknesses of the inquiry, critiquing of the sources for bias and inaccuracies, consideration of any ethical issues and suggestions for improvements or extension of the inquiry.

Critical evaluation of the findings may include their accuracy, relevance, sufficiency, and/or significance.

Assessment schedule: Social Studies 91597 Leading the way?

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
The student conducts a critical social inquiry. The framework, the evidence you have collected, and the written report includes: • a focus question and research questions • information and background ideas • an explanation of people's points of view, values, and perspectives that underpin their participation and/or action in society, and how these relate to the focus of the inquiry • findings and their relationship to the social inquiry • an evaluation of the processes of the social inquiry, including making suggestions for improvement. For example (partial evidence): <i>Victor Orbán first became prime minister of Hungary from 1998 to 2002 and then served again from 2010 until 2016. Over his time as leader, he has made many decisions that have affected the citizens of the country.</i> <i>Viktor Orbán's leadership of Hungary has been marked by a strong emphasis on national sovereignty, centralised power, and conservative values. His perspective is driven from conservative nationalist ideology and led him to reshape Hungary's political system, including changes to the constitution, the judiciary, and the media landscape. His supporters believe that</i>	The student conducts a critical social inquiry in depth. The framework, the evidence you have collected, and the written report include: • a focus question and research questions • information and background ideas • an analysis that compares and contrasts points of view, values, and perspectives that relate to the focus of the inquiry • findings and their relationship to the social inquiry • an evaluation of the processes of the social inquiry, including making suggestions for improvement. For example (partial evidence): <i>Viktor Orbán's leadership of Hungary has led to a clear clash of viewpoints about the nature of democracy and governance, particularly evident in the 2026 Hungarian election. Supporters of his Fidesz party place strong value on stability, national sovereignty, and cultural identity. They hold a conservative perspective based on nationalist ideology and believe the centralisation of power and constitutional changes are necessary to protect Hungary from external pressures, especially from the European Union and global migration. For these supporters, such policies reinforce national independence and</i>	The student conducts a critical social inquiry comprehensively. The framework, the evidence you have collected, and the written report include: • a focus question and research questions • information and background ideas • an analysis that compares and contrasts points of view, values, and perspectives that relate to the focus of the inquiry • a critical evaluation of the findings and their relationship to the social inquiry, and consideration of the significance of the findings in contexts outside the social inquiry • an evaluation of the processes of the social inquiry, including making suggestions for improvement. For example (partial evidence): <i>Viktor Orbán's leadership of Hungary has produced a clear clash of viewpoints about the nature of democracy and governance, particularly evident in the 2026 Hungarian election. Supporters of his Fidesz party, whose perspectives are grounded in conservative nationalist ideology, emphasise stability, national sovereignty, and cultural identity. From their viewpoint, Orbán's centralisation of power and constitutional changes are justified as necessary</i>

<i>these changes were necessary to strengthen Hungary by providing stability and national identity. It is the point of view of his critics that these changes have weakened democratic institutions and undermined democratic process.</i> <i>These findings are useful for a wider inquiry into the rise of nationalism in Europe because they provide a clear case study of how nationalist ideas are interpreted and contested within a modern democratic society. By examining the perspectives of Orbán's supporters and opponents, it highlights how values such as sovereignty, identity, and security can drive political support for nationalist movements. The contrasting criticisms demonstrate the tensions between nationalism and liberal democratic principles and help deepen understanding of both the appeal and the controversy surrounding the growth of nationalism in Europe.</i> <i>The examples above relate to only part of what is required and are just indicative.</i>	<i>provide a sense of security and cohesion.</i> <i>In contrast, Orbán's opponents prioritise liberal democratic values, including the separation of powers, freedom of the press, and institutional independence. They argue that the same reforms praised by supporters have instead eroded democratic safeguards, weakened checks and balances, and undermined the integrity of Hungary's political system. This opposition reflects concern that the concentration of power limits political pluralism and reduces accountability.</i> <i>This clash of perspectives reflects a broader ideological divide, where liberal viewpoints tend to emphasise freedom, equality, and reform, while conservative viewpoints prioritise stability, tradition, and social order. The Hungarian case therefore illustrates how differing values shape competing interpretations of democracy itself, with each side viewing their position as legitimate and necessary.</i> <i>In this way, the debate surrounding Orbán's leadership provides insight into the wider rise of nationalism in Europe. The strong support for his policies demonstrates how concerns about sovereignty, identity, and security can drive backing for nationalist movements.</i> <i>The examples above relate to only part of what is required and are just indicative.</i>	<i>measures to protect Hungary from external pressures, particularly from the European Union and global migration. This viewpoint is strengthened by its clear alignment with broader conservative values, demonstrating how concerns about security and national identity can drive political support for nationalist leadership.</i> <i>In contrast, Orbán's opponents hold a perspective based on liberal democracy and value separation of powers, freedom of the press, and institutional independence. They argue that the same reforms have eroded these principles by weakening democratic institutions and limiting political accountability. This opposing viewpoint adds validity to the analysis by providing a direct challenge to the claims of supporters, highlighting how the interpretation of the same policies can differ significantly depending on underlying values.</i> <i>The tension between these viewpoints reflects a broader ideological divide between conservatism and liberalism. While liberal perspectives tend to prioritise freedom, equality, and reform, conservative perspectives emphasise stability, tradition, and social order. Linking these competing interpretations to established ideological frameworks strengthens the findings, as it demonstrates a deeper conceptual understanding of why individuals and groups hold differing views about Orbán's leadership.</i> <i>However, the evaluation of these perspectives also reveals some limitations. Presenting Orbán's</i>
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		<i>supporters as uniformly conservative and his opponents as uniformly liberal risks oversimplifying what is, in reality, a more complex political landscape. Political beliefs often exist along a spectrum, meaning that this binary framing may reduce the overall accuracy of the conclusions. Additionally, the analysis relies largely on interpreted viewpoints rather than direct primary evidence such as statistical data, surveys, or firsthand accounts. This may limit the reliability of the findings, as they are not fully supported by empirical evidence.</i> <i>The examples above relate to only part of what is required and are just indicative.</i>
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National Certificate of Educational Achievement
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Internal Assessment Resource

Social Studies Level 3

This resource supports assessment against:

Achievement Standard 91599 version 2

Examine personal involvement in a social action(s) that aims to influence policy change(s)

Resource title: Switch it off

6 credits

This resource:

- Clarifies the requirements of the Standard
- Supports good assessment practice
- Should be subjected to the school's usual assessment quality assurance process
- Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic

Date version published
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January 2027
To support internal assessment from 2027

Authenticity of evidence

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Internal Assessment Resource

Achievement Standard Social Studies 91599: Examine personal involvement in a social action(s) that aims to influence policy change(s)

Resource reference: Social Studies 3.4A v2

Resource title: Switch it off

Credits: 6

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Social Studies 91599. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to analyse an issue and develop a campaign of social action(s) that may influence a change in policy. For this activity, the focus is electricity usage in your school. This activity can be completed independently from a unit of work, but could aim to coincide with the global Earth Hour campaign in late March.

It is expected that students will be familiar with the application of social studies concepts such as policy, change, values, responsibility, participation, and influence. As this activity requires the students to plan and participate in a campaign of social action, forward planning with school management may be required.

Conditions

This assessment takes place over <teacher to insert time frame>.

Additional information

None.

Internal Assessment Resource

Achievement Standard Social Studies 91599: Examine personal involvement in a social action(s) that aims to influence policy change(s)

Resource reference: Social Studies 3.4A v2

Resource title: Switch it off

Credits: 6

Achievement	Achievement with Merit	Achievement with Excellence
Examine personal involvement in a social action(s) that aims to influence policy change(s).	Examine, in-depth, personal involvement in a social action(s) that aims to influence policy change(s).	Examine comprehensively personal involvement in a social action(s) that aims to influence policy change(s).

Student instructions

Introduction

This assessment activity requires you to work individually and as a group member to research an issue, plan and implement a campaign of social action, and personally reflect on your involvement in the campaign. The intended outcome of the social action is an attempt to change your school's policy on electricity usage.

You will complete an individual portfolio on your group's social action campaign.

You will have <teacher to insert time frame> to complete this task.

You will be assessed on the depth and comprehensiveness of your portfolio and the extent to which you have critically evaluated the effectiveness of your personal involvement in the campaign by comparing it with possible alternative actions to influence the policy change.

Teacher note: You can adjust the timeframe of this task to meet the needs of your students.

Task

In your group, research, plan, and implement a campaign of social actions (more than three) to influence electricity usage in your school.

As you work through this activity, you will need to compile a portfolio to report on the process and your personal involvement in the campaign.

In your portfolio, include:

- a written account describing the history of and issues around electricity use in your school. Make sure you refer to Social Studies concepts, such as policy, change, values, responsibility, participation, and influence.
- a plan for a campaign of social action(s) to raise awareness within the school about the issue of electricity usage, including the ethical implications. You may use ideas outlined in the global Earth Hour campaign to direct your group's

planning. See Resource A for a list of useful websites.

- a justification of the selected action(s) your group took, taking into account the points of view, values, and perspectives of yourself and others
- a reflective journal, which outlines how you were personally involved in the planning and implementation of your campaign
- an explanation of the real and potential consequences of the social action(s)
- an evaluation, describing the strengths and weaknesses of your own involvement in the campaign, identifying what you personally could have done to make the overall campaign more effective, and comparing your group's actions with possible alternative actions to influence the policy change.

Teacher note: You may need to model what the completed portfolio will look like, for example, it may be presented in a clear-file or similar.

Resource A

Suggested websites that will be useful.

<http://earthhour.org>

<http://www.med.govt.nz>

<http://www.energywise.govt.nz/>

[Resources | Genesis NZ](#)

[New Zealand - Energy Country Profile - Our World in Data](#)

[The electricity impacts of Earth Hour: An international comparative analysis of energy-saving behavior - ScienceDirect](#)

['It's more than just turning off the lights': what else to do for Earth Hour | Earth Hour | The Guardian](#)

Assessment schedule: Social Studies 91599 Switch it off

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
The student has examined personal involvement in a social action(s) that aims to influence policy change(s). The student's portfolio includes: - a description of the issue and the policy the action aims to influence - the development a plan for a social action(s) that considers ethical implications - a justification of the selected social action(s) taking into account the points of view, values, and perspectives of self and others - an account of personal participation in planning and carrying out the social action(s). For example: <i>The student works as a group member to investigate the issue of electricity usage/wastage in their school and shows an understanding of the reasoning behind the Earth Hour campaign.</i> <i>The student's campaign is planned and implemented and they have analysed how the actions that they or the group selected worked in the campaign. For example, posters and leaflets encouraging students to switch off the lights are displayed around the school to raise awareness of the issue in a non-threatening way.</i> <i>A personal account of their involvement is given in the journal section of their portfolio, although it may lack the insight and scope of those at a higher grade.</i>	The student has examined in-depth personal involvement in a social action(s) that aims to influence policy change(s). The student's portfolio includes: - a description of the issue and the policy the action aims to influence - the development a plan for a social action(s) that considers ethical implications - a justification of the selected social action(s) taking into account the points of view, values, and perspectives of self and others - explaining the strengths and weaknesses of their personal involvement and anticipating the real and potential consequences of the social action(s). For example: <i>The student analyses the reasons for the selection of particular actions in the campaign. The student completes an in-depth exploration of the strengths and weaknesses of both the campaign and of their own personal involvement. For example, an identified strength is that they have demonstrated an understanding of the issue of electricity usage and wastage within their school and the various perspectives of the users may be addressed (school management, staff, students, weekend users of the buildings, etc). An identified weakness is that they only analysed one month of electricity use by school users,</i>	The student has examined comprehensive personal involvement in a social action(s) that aims to influence policy change(s). The student's portfolio includes: - a description of the issue and the policy the action aims to influence - the development a plan for a social action(s) that considers ethical implications - a justification of the selected social action(s) taking into account the points of view, values, and perspectives of self and others - explaining the strengths and weaknesses of their personal involvement and anticipating the real and potential consequences of the social action(s) - critically evaluating the effectiveness of the social action(s) by comparing it with possible alternative actions to influence the policy change. For example: <i>The student analyses the reasons for the selection of particular actions in the campaign. The student has addressed major weaknesses and strengths in the campaign and has included innovative and interesting ways that it could have been improved. For example, by organising time to speak with reporters for the local paper or by writing an article for the school newspaper.</i> <i>The student has made valid and relevant suggestions as to how the campaign could have</i>

<i>The examples above relate to only part of what is required, and are just indicative.</i>	rather than looking at a longer time frame, such as one year. A more developed personal account of their involvement is given in the journal section of their portfolio. <i>The examples above relate to only part of what is required, and are just indicative.</i>	been improved. For example, by organising a speaker from the World Wildlife Fund to visit the school or by organising quizzes and competitions to get the staff and students to participate in the campaign in a more active way. The student has clearly identified ways they personally could have improved the campaign. For example, they may have chosen to assign roles within the group – reporter, poster production, school or management liaison person. The student looks at the “big picture” and investigates how other school students (both in New Zealand and overseas) have influenced their schools’ policies and values regarding electricity usage. The student may have made appointments to speak to the school management, Board of Trustees, and school council leaders. A developed personal account of their involvement is given in the journal section of their portfolio. The chosen actions are compared with other possible actions. <i>The examples above relate to only part of what is required, and are just indicative.</i>
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Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.